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ABSTRACT

Reported are proceedings from an institute on children's learning disabilities (summer, 1972) which involved 60 participants who were directors or teachers in innovative programs, members of the state advisory committee on learning disabilities; and staff from Michigan's educational department. Practices and procedures of programs which had proven most effective with learning disabled children in Michigan were presented in a small rotating group format to enable all participants to hear about "show case" program. Included are a sessions breakdown, and an evaluation based on 26 participants' responses referent to such aspects as future programs' housing, sparse attendance at some sessions, and need for prior notice regarding availability of audiovisual equipment. Included are summaries of presentations which concern resource room procedures, a service delivery system, the funding of learning laboratories, work to keep children in the mainstream of school, academic achievement, prescriptive teaching, a cooperative teacher training/service for resource teachers, and experimental procedures for children with learning disabilities. (MC)

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INSTITUTE FOR THE STUDY OF MICHIGAN
EXPERIMENTAL PROGRAMS FOR THE EDUCATIONALLY HANDICAPPED

University Inn
Lansing, Michigan
June 21-23, 1972

INSTITUTE REPORT

Submitted by: Helen E. Romsek
Project Director

DOE Consultant: Dr. Arselia Sehler

EC 052 523

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A C K N O W L E D G E M E N T S

PROJECT AUTHOR	Dr. Arselia Sehler, Consultant Michigan Department of Education Division of Special Education
PROJECT DIRECTOR	Miss Helen E. Romsek, Supervisor Programs for Children With Learning and Behavior Problems Ingham Intermediate School District
PLANNING COMMITTEE	Helen Romsek, Project Director Dr. Arselia Sehler, DOE Consultant Mr. Mark Betwee, Downriver Learning Center Dr. Donald Burke, M.S.U. Dr. Gerhard Carlson, Berrian County Intermediate School District Bert Donaldson, DOE Consultant Nick Fridsma, Graduate student, M.S.U. Will Johnson, Graduate student, M.S.U. June E. Land, Learning Consultant, East Lansing Public Schools Dr. Harry Overline, Downriver Learning Center Dr. Richard Parres, Wayne State University Susan Potter, Teacher, Warren Public Schools
DEPARTMENT OF EDUCATION CONSULTANTS	Dr. Barbara Ort Gene Thurber Joseph Arasim
EVALUATION TEAM	Mr. Ben Herbert Dr. Gordon Bergman
KEYNOTE SPEAKER	Dr. Joseph Hill, President Oakland Community College Bloomfield Hills, MI 48013
FISCAL AGENT	Mr. William D. Clark, Business Manager Ingham Intermediate School District
ASSISTANTS TO THE DIRECTOR	Mrs. Susan Potter Mrs. June Land
SECRETARY	Mrs. Kathy Borgert

P R E S E N T I N G P R O G R A M S

PROGRAM	TOPIC
Allegan Intermediate-Plainwell	Resource Room Procedures
Allendale	Delivery of Service
Bay-Arenac	Community Relations (Parents)
Dickinson-Iron	Funding
Downriver Learning Center	Inservice
East Lansing Public Schools	Keeping Children in Mainstream of School
Farwell Public Schools	Procedures
Impact (also Tom Fisher)	Program Evaluation
Kalamazoo Valley Intermediate	Prescriptive Teaching
Mason-M.S.U.-Ingham Intermediate	Teacher Training
Okemos Learning Center	Preschool
Oscoda	Child Assessment
West Bloomfield Public Schools	Procedures

ADVISORY GROUPS

State Committee on Learning Disabilities

Dr. Gerhard Carlson, Chairman

Lynn Adams
Joseph Arasim
Mr. Larry Beamish
Mary DuBois
Mrs. Nan Henrickson
Dr. Patricia Hill
Mr. Phillip O'Connell
Dr. Karl Ohlendorf
Dr. Barbara Ort
Dr. Richard Parres
Mrs. Millie Williams

Task Force on Redefinition of Mental Retardation

Dr. Donald Burke, Chairman

Dave Barrett
Dr. Jonas Chenault
Dr. Harrold Spicknall
Ken Sturm
Gene Thurber
Jane Walline

PREFACE

Much of the present national concern for children with learning disabilities had its origin in Michigan in the late 1930's. In the 50's and 60's the handicap was further recognized as an entity, and special education programs were developed about the state, particularly in the southeastern area. Meanwhile a number of general educators became involved in services to these children, including some visionary remedial reading consultants who had a feeling for the broader parameters of learning problems.

As might be expected, programming for these children has generally lacked visibility and intercommunication. Districts have been "doing their own thing," and evolving a variety of approaches to meet the challenge.

In the spring of 1972, directors of those experimental programs currently reimburseable under state special education funding were contacted and invited to share insights. Proceeding inductively, such questions were asked, "What are you doing with which you are especially pleased? What is effective for that population which you have identified?"

In attendance, along with sixty participants reimbursed under P.L. 85-926 (as amended), were members of the State Learning Disabilities Advisory Committee, and staff from the Michigan Department of Education. These policymakers were continuing a serious, on-going study of those practices and procedures which have been proven effective with learning disabilities. The sharing of this inservice experience, therefore, was to have some significant long term implications for statewide planning.

We are grateful to Miss Helen Romsek, who most ably directed this Institute, as well as to the participants who helped us all "think together." The practical fruits of this experience remain to be garnered by Michigan's children in the future.

Arselia B. Sehler, Ph. D.
Consultant
Special Education Services
Michigan Department of Education

INSTITUTE DESCRIPTION

This Institute was submitted for funding by Dr. Arselia Sehler of the Michigan Department of Education, for the purpose of studying experimental programs for the education of the handicapped, which are on file with the Special Education Services Area of the Department of Education. The project received federal funding and was held June 21-23, 1972 at the University Inn in East Lansing.

The program was developed by a planning committee of active professionals representing the Michigan Department of Education, University faculties, local school administration, local school teachers, the State Advisory Committee on Learning Disabilities, and the Task Force for the Redefinition of Mental Retardation. The format was designed to provide for an opportunity for participating experimental programs to share information about their programs with each other and with other participants. In addition, there were meetings of general interest relating to the recent work of the State Advisory Committee on Learning Disabilities and the Task Force on Mental Retardation.

All experimental programs on file with the special education services area of the Department of Education were invited to take part in the Institute. Invitations were sent to program directors and appropriate school district administrators. Participating programs were asked to send at least two representatives, one teacher and one supervisory/consultant person, to give a short presentation to several groups of up to ten participants. These representatives of the participating programs were asked to select one interest area (from a list provided) in which their program seemed to be having the greatest success and focus the presentation around this area. All programs were informed that after all special programs which wished to present had had an opportunity to respond, the remaining openings (there were 60 reimbursed openings) would be available to other personnel at a first-come basis. Some of these openings were used for selected personnel from non-State reimbursed programs who were asked to participate in order to round out the program in specific subject areas.

In addition to the small group presentation, each participating program was invited to provide a written summary of the presentation to be included in this report of the conference. Eight programs chose to provide such a summary, and their reports are included as submitted.

Program

This Institute was unique in that it was planned and executed almost entirely by teachers and administrators who are responsible for day-to-day operation of programs and for developing processes and materials for use in the program. The purpose was to "show case" the most effective procedures in use throughout the state and to allow the persons actually using these procedures to report them and to interact with other participants about them.

The format called for a series of small groups (6-7 individuals) presentations on a rotating basis, with groups deployed in such a way that each participant would have an opportunity to hear about each "show case" program during the Institute. In addition, large group sessions allowed for reports to the participants from two state-wide committees who have been doing important work in the field: the State Committee on Learning Disabilities and the Task Force for the Redefinition of Mental Retardation. The final session for the Institute was a seminar-like meeting where unresolved issues and questions could be raised, comments made for group discussion, and general post-mortum discussion could take place.

The evaluation of the Institute was ably handled by two doctoral candidates in administration of special education from Michigan State University.

INSTITUTE FOR THE STUDY OF MICHIGAN EXPERIMENTAL PROGRAMS
FOR THE EDUCATIONALLY HANDICAPPED

INSTITUTE PROGRAM

Wednesday
June 21, 1972

8:30 - 10:00	Registration Check-in - coffee
10:00 - 10:30	Introductions, greetings Address: "Diagnosing Cognitive Style: A Substitute for Labeling," Dr. Joseph Hill, President, Oakland Community College
11:30 - 1:00	Lunch Hour
1:00 - 1:45	* Small groups
2:00 - 2:45	Small groups
2:45 - 3:00	Coffee break
3:00 - 3:45	Small groups
4:00 - 4:45	Small groups
7:00 -	Informal discussion with Miss Sandra Johnson and Mr. Byron Rogers about their research activities related to Michigan experimental programs (optional).

Thursday
June 22, 1972

9:00 - 10:00	General Meeting The work of the State Committee on Learning Disabilities and the Task Force on the Re-definition of Mental Retardation will be discussed by Dr. Gerhard Carlson and Dr. Donald Burke, Chairmen of these committees.
10:15 - 10:30	Coffee break
10:30 - 11:30	Small Groups
11:30 - 1:00	Lunch hour

*Schedule, subjects, format, location of small groups will be posted

Thursday
June 22, 1972

1:00 - 2:00	Small groups
2:15 - 3:15	Small groups
3:15 - 3:30	Coffee Break
3:30 - 4:30	Small groups
7:00 -	Informal optional activities to be announced.

Friday
June 23, 1972

9:00 - 10:15	General Session Personnel from Department of Education will discuss writing behavioral objectives, evaluation procedures, and grant writing.
10:15 - 10:30	Coffee Break
10:30 - 11:30	Small groups
11:30 - 1:00	Lunch hour
1:00 - 1:45	L.D. Advisory Committee reactors
1:45 - 2:30	M.R. Advisory Committee reactors
2:30 - 3:00	Evaluation of observers
3:00	Adjourn

HER:kb

INSTITUTE EVALUATION

The evaluation for this Institute was planned and executed by Mr. Ben Herbert and Dr. Gordon Bergman. The following report was prepared by Mr. Ben Herbert, doctoral candidate in Special Education at Michigan State University.

I. Introduction

Although portions of this report deal with the opinions and impressions of the evaluators, the "back bone" of this document is as it should be, the opinions expressed by those persons participating in the Institute.

A. Questionnaire

A questionnaire was devised prior to the beginning of the institute and twenty six (26) participants responded. Although some judgment had to be exercised, in the interest of brevity, when reporting the results of the questionnaires, the reporting largely reflects the objective compilation of the responses of the participants.

B. Evaluation Form

A standard form was used to guide the evaluators in assessing the General Sessions and Small Groups. It was expected that this might provide for some structure in evaluation while providing the evaluators an opportunity to measure those hard to define subjective components which lend so much to the success or failure of any organized function.

II. Results of the Questionnaire

The report differentiates among the responses given by teachers, directors, diagnosticians and consultants, as well as reports the results obtained from the entire responding group. In this way the evaluators were able to determine what particular aspects of the Institute might be considered if a future institute were to be planned for a particular sub group. For example, the directors rated the sessions on Writing Behavioral Objectives very high in benefit received and rated the session on Cognitive Mapping as lowest of the three general sessions in terms of appeal. The teachers', diagnosticians' and consultants' rating was just the opposite. This may be of some assistance in planning future programs for a certain target group.

A. Teachers' Responses

Respondant Characteristics

Of those teachers in attendance, four (4) responded to the questionnaire clearly identifying themselves as teachers. One teacher was identified as "LD teacher," one as a Type A teacher and one as a Resource Room Teacher. Two teachers had one year of experience and two had two years experience with experimental programs.

Respondant Opinions

The opinions of the teachers were evenly split concerning the length of the Institute (3 days) being "adequate" or "too long," and the length of time allotted to small groups being "too short" or "adequate." The majority (3) felt that the number of small groups to visit and general sessions planned were "adequate." No definite opinion on the optimal length for the general sessions was manifest by the questionnaire.

The teachers felt that the presentations concerning Cognitive Mapping and the Report of the LD and MR Committees were highly beneficial. The session on "Writing of Behavioral Objectives" was seen to be less beneficial. Of the small group sessions available the one most favored by the teachers was "Downriver Learning Center." This group was somewhat less cohesive in their opinion of what was seen to be second most beneficial. Second choices covered Benton Harbor's "Impact" program, Okemos' Preschool, Allegan's Resource Room, and Oscoda's Child Assessment. Of third ranking in terms of benefit derived were "Mason Project," "West Bloomfield's "Procedures" and Bay-Arenac's Community Relations Program. Although the sessions were ranked from one (1) to nine (9) in order of benefit derived, the only ranks that will be reported in this document will be from first to third choice.

The majority of the teachers felt that the Institute complied with their expectations and would favor holding another. Two teachers felt that communication prior to arriving was adequate, however, two did not receive communication directly from the planning group.

There appeared to be some concern for setting the date for the Institute in the spring or fall as a summer date conflicts with summer college work. All agreed on Lansing as a good location.

B. Directors' Responses

Respondant Characteristics

Six (6) directors responded to the questionnaire. Two (2) responded to selected questions leaving others unanswered. The directors' experience with experimental programs ranged from zero (0) to four (4) years.

Respondant Opinions

Most of the directors felt that the three day Institute was adequate in length with one feeling that it should be a full week. Generally, this group felt that the number of small groups and general sessions were adequate. The same feeling was evidenced in regard to time allotted for presentations.

All felt that the topics discussed in small group sessions were highly relevant. Four directors chose to answer the questions concerning the relative benefit derived from the various small group sessions. Seen as most beneficial were "Downriver Learning Center," "Benton Harbor's Impact," and "East Lansing's Keeping in the Mainstream." Ranked second in benefit derived were Kalamazoo's "Prescriptive Teaching," Okemos' "Preschool" and Allegan's "Resource Room." Of lesser importance in benefit derived were West Bloomfield's "Procedures," Bay Arenac's "Community Relations" and Oscoda's "Child Assessment."

Although the opinions of the directors were devided, the majority felt that the general session on Writing Behavioral Objectives was most beneficial to them. They accorded less degree of benefit to the LD and MR Committee report and saw least benefit in the discussion on Cognitive Mapping.

All directors indicated that the Institute fulfilled their expectations concerning the content to be received and unanimously endorsed holding future institutes of the same nature. Communication prior to the Institute was seen as adequate in explanation but two felt that it should have been earlier. One director received no written notice. All but one indicated a summer date for the Institute; the fifth response indicated May as the preferrable date. Locations suggested were Lansing, Boyne or Grand Rapids. One director suggested Rich Heber as a presenter.

C. Consultants' Responses

Respondant Characteristics

Five consultants responded to the questionnaire. Experience with experimental programs ranged from one year to four years.

Respondant Opinions

Most (4) agreed that the length of the Institute and the time allotted for small groups was adequate. Generally, it was indicated that the number of general sessions and small group sessions were appropriate but there was some tendency on the part of the responding consultants to feel the time was too short and the things to do were too many. All respondants agreed that the small group sessions were highly relevant. This group (consultants) presented the greatest diversity in opinion when designating which small groups accorded them the greatest personal derived benefit. Of greatest benefit were Downriver, "Impact," Okemos "Preschool" and Kalamazoo "Prescriptive Teaching." Of secondary benefit were East Lansing's "Mainstream Program," and Allegan's "Resource Room." Of third ranking in benefit derived were Mason Project and Bay Arenac's "Community Relations."

Concerning the general sessions, equal and high benefit was accorded to the sessions on Cognitive Mapping and the LD and MR Committee Reports. Feelings were mixed, but somewhat positive concerning the benefit derived from the session on "Writing Behavioral Objectives."

All respondants agreed that the Institute met with their expectations and all endorsed its continuation next year. One person got nor prior communication concerning the Institute and the remainder felt that it was adequate. Two of the five suggested a May date for the Institute and three preferred to have it at the same time as it was this year. Four suggested Lansing as a location and one Boyne.

D. Diagnosticians' Responses

Respondant Characteristics

Three respondants identified themselves as diagnosticians. Two indicated no prior experience with experimental programs and one had two years experience.

Respondant Opinions

All respondants felt that the number of small groups and general sessions were adequate as was the time allotted for the preparations. One respondant felt the Institute was too long.

Responses concerning benefit derived from the general sessions were somewhat "luke warm." Cognitive Mapping and LD and MR Committee Reports were seen as "somewhat beneficial" with one person indicating that the LD and MR Committee report was highly beneficial. The session on Writing Behavioral Objectives was seen as least beneficial.

As in the case of the consultants' responses, the diagnosticians were quite divided in their opinions concerning the benefit derived from various small group discussions. Downriver Learning Center was the most favored among this group. Oscoda's "Child Assessment" and Kalamazoo's "Prescriptive Teaching" sessions were accorded greater perceived benefit with mention being made to Allegan and Mason Projects as being beneficial.

All the responding diagnosticians indicated a desire to continue the Institute next year and stated that it met with their expectations for such an institute. Communication prior to attendance was seen as adequate. This group preferred having the Institute in spring or fall with the theme focused on Learning Disabilities, the discussion topics being "new concepts."

E. Total Group

Group's Characteristics

A total of twenty six people responded to the questionnaire. Eight respondants answered anonimously and were therefore not classified as to position. The remaining eighteen respondants were classified.

Group's Opinions

The vast majority of the respondants felt that the length of the institute was adequate as was the time allotted to both general sessions and small group sessions. Approximately that same percentage felt that the number of small group sessions and general sessions were appropriate for the time allotted. All respondants but five felt the topics in small group sessions were highly relevant.

In an attempt to determine which small group sessions were seen as being most beneficial to the entire group, the respondants were asked to rank the sessions starting with a score of one (1) being most beneficial to them and continuing to least beneficial. For purposes of this report those ranked from one (1) to three (3) were considered. Quality values were assigned to each choice of one through three. A first choice was given a quality value of three (3), second choice given a value of two (2), and third choice a value of one (1). The totals were interpreted as giving a total ranking for all sessions according to the perceived benefit. The values each session received are reported below in parenthesis. Downriver Learning Center by far provided the most benefit (41) for the entire group with Benton Harbor's "Impact Program" (16) being very well received. Third choice for benefit received was Kalamazoo's "Prescriptive Teaching" (14). Next in preference came Okemos' "Preschool" (13), East Lansing's "Mainstream" (13). Next in rank was Mason's "Teacher Training

Project" (12). Oscoda's "Child Assessment" (7) was ranked sixth. Seventh in order of preference was Bay-Arenac's "Community Relations" (6). The remainder of the small groups were indicated as having much value by some of the individuals in the group.

Of the general sessions both the Report of the L.D. and M.R. Committee and the Diagnosis of Cognitive Style (Cognitive Mapping) were extremely well received. The session on Writing Behavioral Objectives was less well received with many persons feeling that the handouts were quite sufficient and the talk being of little benefit. All sub-groups viewed the session on Behavioral Objectives in a negative way with the exception of the directors who generally felt it was highly beneficial. The directors in turn saw the least value emanating from the session on Cognitive Mapping which was rated very high among all others.

Generally speaking, the directors tended to view the Institute as adequate in matters of logistics and responded in rather "middle of the road" terms to questions of content. Teachers tended to view most content matters in a highly favorable light and indicated a desire for more time and greater opportunity to gather more information. Consultants and diagnosticians manifested little measurable cohesion, with the consultants being rather reserved in their expressions of benefit derived.

Most of the participants indicated that communication prior to the Institute was adequate. Several stated that it was a bit late in arriving and six (6) said they received no written communication. Four of the six were identified as teachers. All respondants indicated that their expectations for the Institute were fulfilled and all expressed a desire to see it continued next year.

F. Comments

The overriding expression of the entire group was a feeling of benefit derived by being given an opportunity to share ideas and become acquainted with other experimental programs around the state. Several persons indicated that they came specifically to get new ideas for their own existing or planned programs. Many appreciated evenings which afforded informal "rap" sessions focused on sharing more ideas.

There were several comments concerning the adequacy of the lodging with particular reference to lack of heat and unclean rooms. Many persons mentioned a desire to have all functions under one roof as moving from place to place inhibited feelings of group cohesiveness. There were many favorable comments concerning the planning that was evident during the Institute as well as the general format and the quality of the content.

III. Conclusions and Recommendations

A. Although the majority of the participants indicated either a feeling of adequacy or voiced no opinion concerning this matter, those few expressions of conflict with summer courses for professional improvement might suggest the need to ARRANGE A DATE FOR FUTURE INSTITUTES IN SPRING OR FALL WHICH MORE IMMEDIATELY PRECEEDS OR FOLLOWS THE PUBLIC SCHOOL YEAR.

B. The majority of the participants indicated satisfaction with or not opinion concerning the location and facilities for the Institute. Those presenting negative opinions did so because 1) rooms were cold, 2) rooms were not as clean as could have been, and 3) too much travel was necessary between buildings during the course of the Institute day. It should be noted that the wide variety of dining facilities in the area afforded maximum convenience to those persons attending under various financial constraints.

However, as one of the major objectives of the Institute was to provide a cohesive environment conducive to maximum assimulation of the information disseminated, it is recommended that A FACILITY CAPABLE OF HOUSING MEETING, DINING, AND SLEEPING FUNCTIONS UNDER ONE ROOF BE CHOSEN IN THE FUTURE. However, an acceptable alternative to the recommendation would be to remain at the same location as no evidence exists in this evaluation to show the relationship between the environment and the assimilation of the information presented. Some suggested (participants) alternatives were Hospitality Inn, Boyne, Grand Rapids or Webers Inn.

C. As some persons indicated that they did not receive formal or written communication prior to the Institute, this breakdown appeared to be between the local program director and his staff, which is not in the administrative realm of the Institute Coordinator. To maximize the return for the great amount of effort placed into communication by the Coordinator, A LIST OF PERSONS EXPECTED TO ATTEND SHOULD BE REQUESTED OF EACH EXPERIMENTAL DIRECTOR, THIS LIST TO BE SENT TO THE COORDINATOR IN DUE TIME TO COMMUNICATE DIRECTLY WITH THE EXPECTED PARTICIPANTS.

D. Although no mention was made on the part of the participants concerning sparse attendance at some of the small group discussions (in some cases 2 to 0 persons attended), it is the opinion of the evaluators that precautions should be taken to insure larger attendance in a manner that is compatible with preserving the highly beneficial informal environment of the Institute. Recommended are: 1) INCREASING THE NUMBER OF PARTICIPANTS OR 2) REDUCING THE NUMBER OF SMALL GROUPS OPTIONS AVAILABLE AT ONE TIME, OR 3) COMBINING SMALL GROUPS OF SIMILAR PROGRAM INTEREST: AND 4) REQUESTING A SIGN UP FOR SMALL GROUP ATTENDANCE ONLY TO ASSIST IN ASCERTAINING NUMBERS IN ATTENDANCE.

E. Because many of the programs were complex as well as new, IT IS RECOMMENDED THAT THE DEVELOPMENT AND USE OF HANDOUTS, ESPECIALLY PROGRAM OUTLINES AND HIGHLIGHTS BE STRONGLY ENCOURAGED.

F. ALL PRESENTERS SHOULD BE ENCOURAGED TO SUBMIT WRITTEN PRESENTATION SUMMARIES PRIOR TO THE INSTITUTE. This would also allow for presetting the expectations of the participants (non-presenters).

G. As both the participants and the evaluators express positive appreciation for the informal atmosphere of the institute, it is recommended that THE MAINTENANCE OF THIS INFORMAL ATMOSPHERE BE FOSTERED.

H. As extremely few participants violated the professional "good faith" expectations of attendance it is recommended that THE DECISION OF THE COORDINATOR NOT TO USE MORE TRADITIONAL MEANS OF ENCOURAGING ATTENDANCE WAS WISE AND SHOULD BE AMPLIFIED FOR CONSIDERATION AT FUTURE INSTITUTES.

I. To facilitate the availability of media use A CHECK LIST OF NEEDED, AND SUPPLIED AUDIO VISUAL EQUIPMENT CIRCULATED PRIOR TO THE INSTITUTE DATE.

J. Where possible, it is recommended that SIMILAR PROGRAMS PRESENT TOGETHER TO FACILITATE IMMEDIATE COMPARISON OF PROGRAMS AND ENCOURAGE DISCUSSION OF THE RELATIVE MERITS OF THE DIFFERENCES AND COMMONALITIES.

K. As presentations and discussions eventuated a "whole program" presentation of each experimental program, IT IS RECOMMENDED THAT A PARTICULAR "COMPONENT" (eg. evaluation) OF THE PROGRAM BE DISCONTINUED AS THE SMALL GROUP TOPIC AND BE REPLACED WITH A DISCUSSION OF THE WHOLE PROGRAM WHILE REQUIRING THAT EACH COMPONENT BE CONCISELY ILLUSTRATED, ELABORATION CAN THEN BE COVERED IN THE QUESTION PORTION WHICH FOLLOWS.

L. As there was unanimous expression concerning the appreciation of the opportunity to informally share ideas, MAXIMUM EFFORT SHOULD BE FOCUSED ON KEEPING THE GROUP TOGETHER AFTER HOURS TO CAPITALIZE FURTHER ON A VERY STRONG POINT CONTRIBUTING TO THE SUCCESS OF THE INSTITUTE.

M. The after hours social contributed substantially to the feeling of group cohesiveness. For some the cash bar was prohibitive and the "chip in" social came rather late in the Institute. It is therefore recommended that the CASH BAR BE ELIMINATED AND THE CHIP IN SOCIAL BE ORGANIZED EARLIER IN THE INSTITUTE. Further, that SOCIALS BE LIMITED IN ATTENDANCE TO ONLY PARTICIPANTS OF ONE INSTITUTE, AND NOT CO-ATTENDED BY MEMBERS OF ANY OTHER INSTITUTE THAT IS IN SESSION AT THE SAME TIME.

N. There was unanimous and enthusiastic agreement that the Institute met its objectives, of sharing information, generating new ideas, and stimulating a desire to return home to do some innovative thinking. As the "nuts and bolts" planning is so critical in realizing these objectives, IT IS RECOMMENDED THAT A DETAILED WRITTEN RECORD BE MAINTAINED CONCERNING THE COORDINATORS OPINIONS, AND DECISIONS REGARDING CRUCIAL AREAS IN THE PLANNING AND ADMINISTRATIVE PROCESS SO THAT FUTURE COORDINATORS COULD BENEFIT.

O. As a follow-up to a successful Institute, many persons engaged in experimental programs might be receptive to an effort to DEVELOP A SHORT NEWSLETTER FOCUSED ON SHARING IDEAS.

P. As the worthy objectives of the Institute objectively appear to be met, and there was manifest enthusiasm for more opportunity to share and continue to generate ideas and as the success of the experimental programs often depends on the professionals' ability to overcome the frustrations

and loneliness of dealing with problems in a "different" and "separate" program, IT IS RECOMMENDED THAT THE INSTITUTE BE CONTINUED AND EXPANDED.

Q. IT IS RECOMMENDED THAT MAXIMUM EFFORT BE PUT INTO ENCOURAGING ACCESS TO AND ACTIVE PARTICIPATION IN THE PROGRAM BY THOSE INDIVIDUALS WHO WERE LISTED AS "ADVISORY STAFF" ON THE PROGRAM.

R. IT IS ALSO RECOMMENDED THAT THE APPRECIATION OF THE PROGRAM PARTICIPANTS AND THE EVALUATORS BE NOTED IN REGARD TO THE EXCELLENT COORDINATION AFFORDED BY THE "INSTITUTE COORDINATOR" IN THE PLANNING AND OPERATION OF A DIFFICULT TO COORDINATE PROGRAM, AND THAT THIS RECOMMENDATION MANIFEST ITSELF IN THE UTILIZATION OF THIS SAME COORDINATOR IN THE FUTURE.

Gordon Bergman
Benson Herbert

EVALUATION FORM A

INSTITUTE FOR THE STUDY OF MICHIGAN EXPERIMENTAL PROGRAMS FOR THE EDUCATIONALLY HANDICAPPED

A. DEMOGRAPHIC INFORMATION

(You may choose not to answer questions 1-4)

1. What is the title given to the experimental program in which you work?

2. What is your role or position title?

3. How long have you worked in experimental programs?

4. What influenced you to attend this Institute?

B. INSTITUTE FORMAT EVALUATION

1. The 3 day Institute was

____ too short
____ adequate
____ too long

2. Time allotted to small groups (45 minutes) was

____ too short
____ adequate
____ too long

3. Number of small groups to visit were

____ too few
____ adequate
____ too many

4. Topics covered in small group sessions generally were

____ very relevant
____ somewhat relevant
____ irrelevant

5. General sessions were

____ too short
____ adequate
____ too long

6. Number of general sessions were

____ too few
____ adequate
____ too many

7. General session on Wednesday, "Diagnosing Cognitive Style: A Substitute for Labeling" was

____ highly beneficial to me
____ somewhat beneficial to me
____ of little benefit to me

8. The general session on Thursday, "State Committee on Learning Disabilities and the Task Force on Mental Retardation," was

____ highly beneficial to me
____ somewhat beneficial to me
____ of little benefit to me

9. The general session on Friday, "Writing Behavioral Objectives" was

____ highly beneficial to me
____ somewhat beneficial to me
____ of little benefit to me

10. Would you please rank the small group discussion according to the benefit you personally derived. Give (1) to the most beneficial and (2) to the second most beneficial and so on through (13).

___ Small group on Downriver Learning Center - Inservice (A)

___ Small group on Impact and Department of Education - Program Evaluation (B)

___ Small group on Okemos - Preschool (C)

___ Small group on East Lansing - "Keeping Children in the Mainstream" (D)

___ Small group on Farwell Public Schools - Procedures (E)

___ Small group on Kalamazoo Valley - Prescriptive Teaching (F)

___ Small group on Allendale - Delivery of Service (G)

___ Small group on Allegan - Resource Room (H)

___ Small group on Oscoda - Child Assessment (I)

___ Small group on Mason-MSU-Teacher Training (J)

___ Small group on West Bloomfield - Procedures (K)

___ Small group on Bay-Arenac - Community Relations (Parents) (L)

___ Small group on Dickinson-Iron - Funding (M)

11. Please indicate two or three specific aspects of the program that you feel were most beneficial to you. (These could be in the areas of: pace of the Institute; content; general sessions; specific small groups; accomodations; etc.)

1. _____

2. _____

3. _____

12. Did the Institute comply with the expectations you had when you first arrived?

Yes ____ No ____

If no, what specific aspect of your three days' experience did you least appreciate?

13. Please indicate any specific changes you would recommend for another Institute of this type. (These could be in the areas of: organization; content; location; or general climate of the Institute.)

14. Would you endorse an attempt to hold another Institute of this type?

Yes ____ No ____

Preferred Time of Year _____

Location _____

Institute Theme Suggested _____

Suggested Keynote Speaker _____

15. The communication you received prior to arriving at the Institute was

____ too specific
____ adequate
____ too general
____ I received no formal written communication

Thank you very much for taking the time to answer these questions. This information will be utilized in structuring and providing a rationale for future Institutes of this nature.

EVALUATION FORM B

INSTITUTE FOR THE STUDY OF MICHIGAN EXPERIMENTAL PROGRAMS
FOR THE EDUCATIONALLY HANDICAPPED

EVALUATORS' OBSERVATIONS

Day _____ Time _____

Institute Group Identification _____

Session (Topic) _____

_____

****

I. Presenter's Rapport with Audience:

II. Group's Motivation (enthusiasm/boredom):

III. Delivery Style (lecture, small group, question-answer, media, length, etc.):

IV. Content Clarity:

V. Content Quality (relevant, adhered to topic, etc.):

VI. Presentation Highlights:

V. Miscellaneous:

SUMMARIES OF PRESENTING PROGRAMS

Each team making a presentation was invited to submit a summary of its program for inclusion in the final report. Eight of the teams responded. Their summaries are included, as submitted, in this report.

Obviously, these summaries represent only a small part of the programs. Representatives have expressed their willingness to share further information and experiences, and may be contacted directly through their schools.

ALLEGAN COUNTY INTERMEDIATE SCHOOL DISTRICT

PLAINWELL PUBLIC SCHOOLS

PROCEDURES FOR RESOURCE ROOM FOR EDUCABLE MENTALLY RETARDED AND EDUCATIONALLY HANDICAPPED STUDENTS

I. Criteria for Referral - Students to be considered.
   A. Certified Type A student now being served
   B. Certified Type A student now in regular classroom
   C. High borderline mentally handicapped or slow learner whose academic functioning is similar to the Type A student
   D. Student displaying some combination of behavior characteristics inconsistent with his C.A. and which prevents him from functioning successfully with his peer group

II. Student Assessment - Diagnostic Procedures.
   A. Diagnostic team responsibilities (Intermediate Office)
      1. Basic test battery:
         Wechsler
         Bender Gestalt
         Draw a Person (Elem.)
         Peabody Picture Vocabulary (Elem.)
         Self-Esteem Inventory
         Wide-Range Arithmetic, Spelling
         Gray Oral Reading - Structural analysis, comprehension, phonetic skills
         Informal writing
         General observation
      2. Additional - if need indicated:
         Language (ITPA)
         Auditory
         Perception
         Motor
         Or such instruments as diagnostic team believes are indicated.
      3. Student Profile:
         All scores recorded on individual student profiles and information necessary for educational prescription for each child.
   B. School Responsibilities
      1. Case history
         a. Family - constellation, home conditions, relationships, significant family history
         b. School - peer relationship, cumulative record data, anecdotal records, behavioral characteristics
         c. Educational evaluation - achievement tests, motor deficit, auditory perception, visual perception, speech deficits
      2. Parent permission for evaluation

III. Educational Planning
   A. Multi-disciplinary Educational Planning Committee
      1. Members
         Director of Program
         Building Principal
         Supervisor of Special Services (if one)
         Resource Room Teacher

Special services involved such as counselor, remedial reading, speech, school nurse, school social worker
Classroom teacher referring child
Building Principal sending child
Members of diagnostic team

2. Responsibilities
   a. To determine placement of student referred
   b. To determine individual educational prescription for student
   c. To maintain student balance for purpose of reimbursement

B. Parent Involvement

Parent informed regarding student referral, counseling as to purpose of program, student needs, and assistance it can give student, parent permission for placement

IV. Delivery of Service

A. Student assigned to building Resource Room is in. Assigned to a regular class or homeroom as near peer group as possible. Assigned to classes within general curriculum where feasible and in accordance with individual academic functioning.

B. Scheduled in Resource Room minimum of 1 hour per day, maximum of 1/2 day (3 hours). Can be scheduled for any combination of time during day.

C. Scheduled into Special Services (speech, remedial reading) if called for in educational prescription plan.

D. Scheduled for extra curricular activities same as for peer group.

E. Resource Room carries out prescription regarding specific disabilities, aids regular classroom teacher with suggestions, methods, materials, observations to help student be successful in regular class studies.

F. If a general classroom activity is going on which is of importance to entire class, student remains there (usually elementary level). For example: film, science unit, class field trip, class party, etc.

G. Schedules vary depending on elementary, secondary level. In secondary regular hour schedules of general education curriculum dictates the Resource Room schedule. In the elementary resource room program, instructional sessions vary from 45 minutes to 1 hour 15 minutes with student shuttling in depending on own class schedule, disability being taught, need of student. In all schedules time is allowed for Consultant/Conference/Planning time totaling at least 3 1/2 hours weekly. This can be either 1 period weekly or Friday afternoon.

V. Recordkeeping

A. Individual folders were kept for each student with their instructional material and educational prescription. As student completes a book, prescription goal, it is recorded on the folder. Periodic contact is made with the consultant from Intermediate Office as to progress, need for additional materials, etc.

B. Contacts were made in the fall and spring with parents through individual parent conferences.

C. Academic achievement was pre- and post-tested to record gains if any in reading, spelling and arithmetic ability.

D. Students in the secondary program were graded the same as any other student in regular classes and by the Resource Room teacher in the specific area they were being helped in. The elementary children were graded by the regular classroom teacher after consulting with the Resource Room teacher.

Beverly Farr
Curriculum Resource Consultant
June, 1972

Allendale Public Schools

Delivery of Service

History of the Type A program and philosophy of change.

Allendale cooperated with a neighboring district on the Type A program. As Allendale grew and developed their own complete school district, it was felt that this program was not adequate. The needs of the regular grade child with learning problems was not being met and the stigma attached to Type A placement was not good. So this year with the completion of the high school we decided to try to develop a learning disabilities program.

Some features of the Allendale program.

1. K-12 program in one new building.
2. Work with all disabilities except Type B's
3. Includes Type A's (3 in the population)
4. Use of high school students as student aides.

Referral process.

In such a small district the referral system is very informal. This is thought best at this point so as not to create barriers between the regular grade teacher and the L.D. room.

Diagnostic Procedures.

The Resource Room uses the I.T.P.A., Frostig, Goldman (Auditory) WRAT, and the Southern California Perceptual Motor Survey, the Peabody, Draw-a-man, etc. or to the social worker, nurse, speech therapist, or doctor.

Prescription

The results and corrective procedures are discussed with the regular grade teacher, the parents are consulted and the child is scheduled into the resource room four days a week, with periods up to 45 minutes and the same child may come several times a day.

Duties of the Resource Room-Learning Disabilities Teacher.

1. Diagnosis, prescription and remediation of the L.D. children
2. Aid the regular teacher in preparation of material for the slow learner and the L.D. child
3. Counseling parents and students at all levels
4. Supervise the kindergarten experimental program in perceptual-motor training
5. Teacher inservice
6. High school student aide program

Submitted by:

Lorraine Konrad, Teacher
George Suchocki, Principal

Dickinson-Iron Intermediate School District

The Educationally Handicapped, Learning Labs and Funding

In 1963 Dr. Smith began work with the Dickinson-Iron Intermediate School District as a School Psychologist. The children initially referred to him were suspected of mental retardation on the basis of their academic achievement. As he anticipated, only a small portion of those children referred to him fitted into any of the MR categories. The others were of average intelligence or greater. The MR's were relatively easy to program for. They could be placed in Type "A" classrooms. The remainder of the referrals--the learning disabled--were without any possible help.

Dr. Smith began by asking the Intermediate School Board for money to provide special materials to the classroom teacher to assist in handling the problems of the learning disabled. It soon became obvious that materials alone could never solve a significant proportion of the problems. Again, Dr. Smith went to his board and asked for money. At that time he asked for money to equip a pilot learning lab which was to operate as a resource room. Two constituent school districts had agreed to provide a half time teacher and two aides. Those school districts also provided transportation for their students to the lab. This first pilot lab, then, was a cooperative experiment by the local school districts and the Intermediate School District. Financing was entirely from local money.

The Learning Lab was equipped with approximately $3500 worth of equipment. It was staffed with one teacher (two 1/2 time teachers) and two aides. This arrangement provided an hour per day of special training for up to 60 children. This amount of time has proven to be adequate, but less time has resulted in little, if any, significant growth.

That first learning lab was so successful that the following year in the two counties served by the Dickinson-Iron Intermediate School District eleven labs were formed. They were all financed by Title I ESEA money. To supplement the Title I, the Intermediate School district provided four services in support of the labs: (1) diagnostic and prescriptive work with the children involved, (2) teacher inservice training, (3) design and production of special materials, and (4) consultation by school psychologists and educational consultants. In terms of funding, only the design and production of special materials need be discussed here.

Commercially produced materials are, for the most part, not adequate for the needs of the learning disabled and/or are priced out of reason. Thus, Dr. Smith established the Curriculum Development Center a Media Center exclusively for Special Education within our Intermediate School District. The purpose of CDC was to design and produce materials to fit the learning lab concept. These materials consisted of filmstrips, sound filmstrips, cassettes, recordings, work-sheets, workbooks and transparencies. These materials were then distributed free of charge to the learning labs. The value of the materials distributed that year--based on equivalent commercially produced materials--was over $300 per lab. The following year the value was again over $300. CDC has been supported solely by local tax money with but one exception. NDEA Title III provided some assistance in the purchase of equipment. However, next year in order to increase the amount of materials that CDC can produce, a charge will be made to cover raw materials.

The second year following the pilot lab, seventeen of them were in operation. Next year we anticipate that the number of learning labs will exceed twenty.

In addition, the learning lab approach has spread to areas outside our own district. Escanaba, Gwinn, Powers-Spauling, Calumet, L'Anse and Ontonagon are all either now using the procedures initiated by Dr. Smith or have plans to start. All are financed by Title I ESEA and local money.

EAST LANSING PUBLIC SCHOOLS

KEEPING CHILDREN IN THE MAINSTREAM

Historical Overview:

In 1969, East Lansing began to look at learning disabilities services as a consultative service rather than a separate classroom with a specialized teacher. This was brought about partially through the logistical problem created by nine comparatively small elementary schools scattering the numbers of L.D. students all over the city and the need to better inform classroom teachers with pertinent data related to L.D. and other educational problems. Thus, in 1970 we put our consultant to work.

The results of this have been that youth stay with their peer group from their own neighborhood and involved in the classroom. The teacher works with the consultant in order to prescribe remedial work and materials for the student.

Some positive "spin-off" from this approach to learning disabilities is that nearly all of East Lansing youth who are defined as "Special Education" students are partially integrated into their appropriate chronologic-peer groups classroom. Many are involved totally in those classrooms only returning to the "special education teacher" for specific referrals from the classroom teacher.

We feel that many positive learning devices and instructional models have evolved from our integration of students and our reallocation of the talents of special education teachers. One example of an instructional process that provides prescriptions for students and rewards for goal accomplishment is listed as an example of what methods can facilitate the special education teacher as she works as a consultant.

June E. Land
Kenneth J. Harper

EAST LANSING PUBLIC SCHOOLS
June, 1972

Rx-Reward

Assumption: All learning is purposive. A child who sees no reason for learning cannot be forced.

Learning Problem: Rx-Reward was launched to aid a small percentage of students who were either sitting passively with little self or teacher involvement or through frustration, demanding constant attention by bizarre behavioral patterns.

Procedure: A thorough testing or study of environmental conditions at school and at home was necessary before prescribing for the child. This was done through a multi-discipline approach of all special services, classroom teacher and others involved with student's learning. A staffing of previously mentioned personnel helped to develop an individual learning pattern. The teacher then was asked to prepare a weekly classroom contract that was attune to the child's learning abilities. Help was given to the teacher if she desired. At the end of the week, the child was eligible for a group reward session, if the classroom teacher gave her approval of work completed.

Involvement: The rewards were considered student choice, but were actually a choice of two or three suggested activities into which needed reinforcement was incorporated. As more reward groups formed, it was necessary to enlist help to assist and finally guide activities. The activities appeared merely fun experiences, therefore it was important the adult leader know how to skillfully inject the concept to be learned. These activities, already performed and evaluated were recorded for new volunteers.

Because students within the reward group have varying learning difficulties, the projects were loaded with various concepts and procedural approaches. They are by no means complete and may be altered to fit a particular need.

It may also be noted, an activity is as good or faulty as the results obtained. Therefore use materials that produce results and interest in learning, never use or repeat an activity merely for the sake of something to do.

An Reward Concept Index

Gross Motor Activities

I Language Arts
- A) Reading - rules, directions
- B) Writing - score, name of game players
- C) Spelling - name of game, equipment
- D) Creative writing - individual, group or mural account of activity
- E) Vocabulary - name of game and equipment, names of body parts or muscles employed

II. Mathematics
- A) Counting (by 1's, 2's, 5's, 10's, etc.)
- B) Score keeping - addition, subtraction, multiplication, division
- C) Measurements - inches, feet, years (playing field or area)
- D) Handicaps - Conversions
- E) Geometry - shapes (plain, solid) equipment and playing area

III. Social Studies
- A) Sportsmanship - win or lose
- B) Interactions - team
- C) Origin of game - culture
- D) Democratic process - voting (choice of game)

IV. Science
- A) Study of body - body image, muscles (exercises to improve performance)
- B) Motion - fast, slow concepts (velocity)
- C) Weather - wind, seasons for sports
- D) Health - safety

V. Perceptual
- A) Visual - eye motor (watching, throwing, catching, figure ground (finding object) spatial relationship (depth perception), consistency of shape (playing with different sizes of same object)
- B) Auditory - following directions or rules
- C) Directional experiences - body orientation

Crafts (Fine Motor)

I. Mathematics
- Vocabulary - terms, materials, instruments (strictly math)
- Measurements - liquid, dry, lineal, spherical, addition, subtraction, multiplication, division, fractions
- Geometry - shapes, plain and solid

II. Language Arts
- Vocabulary - terms, names of materials, instruments
- Reading - directions
- Writing - recording activities, preparing displays
- Spelling - names of materials, etc.
- Creative writing - individual reaction or projection of activity.
  - Ex. Story, poem, mural, cartoon, dramatization, puppet show.

III. Social Studies
- Interaction - group and individual
- Use of materials - sharing and cooperating
- Study of activity origin, culture, use

IV. Science
- Study of materials origin
- Study of weather
- Study of functional process

V. Perceptual
- Visual - directional - left/right
- Auditory - directions, memory

Evaluation of 1971 - 1972 Services

Students

80 - 90 -- directly or indirectly, group or individual

Serviced directly by Learning Consultant

Volunteers

33 MSU volunteers (J.Dickie, Ed. Psych. Child Development)
2 Mrs. [illegible] parent volunteers
1 Professional volunteer (adult)
1 Mother volunteer
5 Student -- student
1 East Lansing High School
*43 total

*This is all over the year count. Some volunteers were only with a student one term or a short period of time.

Testing

Frostig Visual Test

Girls	11
Boys	27
	38 total

*Perceptual Reports

Girls	1
Boys	15
	16 total

*This includes complete perceptual testing (visual, auditory, fine and gross motor)

Kindergarten Round-Up Participation

Number of schools 5

Pre Kindergarten Testing (Readiness)

Test used: ABC Inventory
The Anton Brenner Developmental Gestalt Test for School Readiness
Gross Motor (Portion Denver Developmental)
Test for body orientation - right, left dominance, eye movement

Number of children tested:

Boys	14
Girls	5
	19 total

Number of children recommended for "hold back"* 4
Number of children recommended for summer session 3
* last birthdays

+'s

1. Volunteer program involving dishpan Communication (materials furnished with notebook for use of volunteer, Learning Consultant and teacher instruction reaction) was well received and produced satisfactory results.

2. Rx-Reward activity - generally successful.

3. Perceptual group under Type A teacher - great reinforcement.

4. Special Education staff working as a multi-discipline team.

5. Classroom teachers becoming informed, acceptive and more professional in their approach to child with learning disability.

6. Parent involvement (actual or through consultation) - very encouraging.

-'s

1. Too little time in each of 9 schools to set up program in depth.

2. Volunteers, teachers need more counseling in use of materials.

Projections for 1972-73

1. Schedule on monthly basis rather than weekly. This would mean 2 schools each week. Available by phone for all schools. Benefit- more depth in programming for child, volunteer, teacher.

2. Use of Cognitive Mapping as modes of learning for all students involved in program.

3. Use of Rx-Reward with new instructional materials when needed or requested.

4. Learning Consultants role more as consultant than teacher. Working more closely with teacher and volunteer after thorough evaluation of child's learning difficulty. Re-evaluation mid-year and end of year.

5. Inservice workshops for volunteers and teachers. (Hopefully MSU volunteers may receive Independent Study Credit for work).

6. Learning Specialist or teacher knowledgable of area in each school to act as Reference Teacher. This will aid in dispensing of materials and handling of referrals.

June E. Land
Kenneth J. Harper

Farwell Area Schools
Farwell, Michigan

The Academic Advancement Program

This project was set up to integrate educable mentally retarded children into the regular school program. We did this by assigning them to a regular class and sending them to the special education teacher for as much time as the individual child needs for his educational and emotional benefit.

The following are the procedures that are being used in this program.

A. **Referrals:** A student may be considered for this program by a referral from the screening committee, classroom teacher, student or parents. Any student qualified by the diagnostician will automatically be referred for possible placement in the program.

B. **Child Assessment:** Each child will have at least two academic tests a year to determine their advancement in the academic areas. Observation and testing will give us some indication of the child's emotional growth during different time periods.

C. **Educational Planning:** It was the responsibility of the screening committee to meet at such times as there was a need to plan individual students programs and programs for the benefit of total special group. The screening committee was composed of Clare County Intermediate people, local school counselor, principal, teachers or anyone else who should be involved in the specific problem of discussion.

D. **Delivery of Service:** All students are assigned to a regular classroom. They are then helped by the Special Education teachers as the screening committee has recommended. This is usually for not more than one half day. The regular classroom teacher, special teacher and the screening committee keep working with the student so that the child has a coordinated program. The chairman of the screening committee continually checks with these people for possible improvements of procedures that will benefit these children.

E. Recordkeeping: The special teachers are directly responsible for the records of these children. These teachers have all the materials relating to the child's progress. The school administration is periodically brought up to date as individual evaluations are made.

Marvin Bidstrup,
Principal
Marvell Elementary Schools
Marvell, AR

Kalamazoo Valley Intermediate School District
Kalamazoo, Michigan

Experimental Program for E.M.H. Students

For the past one and a half years the Kalamazoo Valley Intermediate School District has supported a project to study problems associated with educational programs for Educable Mentally Handicapped students.

The first part of this report will summarize the status of this study. The second part will discuss the implications for change in EMH programs.

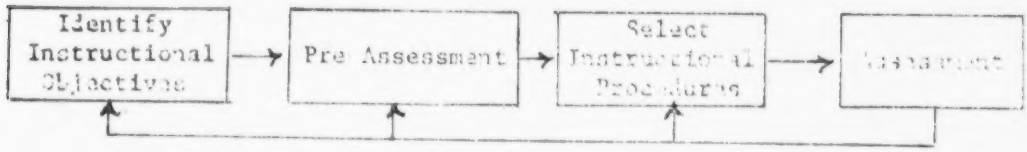
The basic objective of this research and evaluation project was to develop a system for identifying and remediating educational deficiencies of students found in the EMH program. Initially this was implemented during the summer months and carried on through the school year on a limited basis. However, during the present 1971-72 school year the project has received state approval and is being developed on a broader basis during the current school year. The writer is functioning as a Prescriptive Learning Consultant for six EMH rooms within the Intermediate School District. The prime objective of this role is to aid in developing individualized programs for students within the six rooms. A second objective is to provide inservice training in the area of behavior modification. Three basic procedures are followed.

A. Assess individual needs of students in such areas as perceptual development, language, reading, math, social-emotional adjustment, and basic learning skills.

B. Conduct and coordinate educational planning meetings for the purpose of defining, implementing and re-evaluating educational objectives for individuals as well as for classrooms. The emphasis here is on a team approach and includes such people as the principal, EMH teacher, diagnostician, speech therapist, nurse, school social worker, curriculum consultant, and others.

C. Consult with Type A teachers on a weekly basis for the purpose of designing individual and group programs to facilitate reaching educational objectives. This activity usually involves instructing and demonstrating to teachers behavior modification techniques in achieving educational objectives.

As a result of this study a number of implications for program change have developed. These findings may be summarized in relationship to an educational-learning model. (See diagram.)



A. With reference to Instructional Objectives

1. We must develop well-defined instructional objectives if we are to provide an effective program for any sort of learning problem. A categorical definition of the problem is not sufficient data upon which to design a classroom program.

2. Our criteria for placement within the program should be based upon a broader base of educational behaviors to include such areas as learning styles, attitudes, motivation, etc.

B. With reference to Pre-Assessment.

1. Educational priorities must be established. A special classroom is limited in the extent of intervention it can provide for its students. Special Education must be a part of general education rather than a separate program.

2. Attempts must be made to more clearly relate test data to the instructional technique which may be selected.

C. With reference to Instructional Procedures:

1. We must develop a system for making teaching materials readily available. This may include such things as programmers, audio-visual aids, and materials which lend themselves to individualized instructions.

2. Specific teaching strategies must be identified and utilized in meeting the needs of students.

D. With reference to the Evaluation Process:

1. We must develop a system for more frequent evaluation of educational progress. Paraprofessional, college students, and other similar resources must be developed.

2. We must develop better instrumentation to evaluate educational skills. For example, reasoning skills, memory skills, pre-vocational skills, and others are important dimensions in designing education programs. However, tests to evaluate such skills are not readily available.

Prepared by:

Kenneth Sturm
Prescriptive Learning Consultant

Mason Public Schools - Michigan State University - Ingham Intermediate School District

A COOPERATIVE TEACHER-TRAINING/SERVICE PROGRAM
FOR RESOURCE TEACHERS

The Premises From Which We Work

There is an alarming increase in the numbers of children who are bei identified as "problems" as a result of their inability to adjust to a school program.

We need to explore ways of reaffirming the dignity of the child in the school, making it possible for him to function in the system as it exists and as he is required to live with it. In the process, needed change in the system should be made.

Special education should provide personnel to help effect a balance between the disturbing child and the troubled teacher. In order to do this, Teacher Training Programs need to define and teach the skills needed to improve the child-school interaction.

Schools can be improved by the people who work in them.

Most special educators now agree that labeling and categorization of children into discreet disability groups is unnecessary and sometimes detrimental, particularly to those children whose handicap is relatively mild and/or transcient. Through the labeling process, educators tend to perceive the source of school problems as coming from within the child, and see the school itself as a victim rather than a contributor.

Intimately related to categorization of children and intervowen with it, is the categorization of special service personnel, resulting in what Lortie has aptly termed the "role dance." There is a strong tendancy for the helping person to perceive the child's "problems" in terms of the particular role that specialty describes as its own. Because of the complexity of the problems, the itinerant nature

of the job of most helping persons, and the confusing overlap of role descriptions, teachers tend to refer children to whoever happens to be available. Thus, if a child is perceived by his teacher as one who is "not working up to his potential," he may be viewed as a reading problem if the reading specialist happens to see him first. If the earliest available resource is a social worker, the focus may well be on social and personal factors as a cause of academic failure. In any case, the child becomes identified with a disability area and the separation from his school program and his peers begins.

The Resource Teacher Program

It was to begin to work with the child-school interaction and all the factors involved in a problem situation, rather than with a child as an individual who has "something wrong with him," that this program was conceived. A second, parallel objective, was to establish special education personnel as full partners in the job of improving schools. It is a combination service-training program for a professional we innocuously dubbed the "resource teacher." The training program was designed for full-time graduate students enrolled in the Department of Special Education at Michigan State University. The students are all certified teachers who hold Michigan approval in an area of special education and have had teaching experience with handicapped children. Beyond this common level of knowledge and skill, the interns vary in type and amount of experience and background.

The training program revolves around the practicum experience consisting of twenty clock hours per week for at least two terms. The practicum experience is supported by weekly seminars and individual consultation on a regular basis by university instructors and the Consultant/Supervisor for emotionally disturbed of the Ingham Intermediate School District. Content of the seminars is flexible,

and is continually re-evaluated to respond to the needs of the students as these needs grow out of the practicum experience. The students also carry a highly individualized program of course work, selected by the student and the advisor to meet individual needs. The practicum experience is used to help students recognize the kinds of learning they must do in order to carry out the responsibility of their job. University staff and other professionals are asked to become involved in teaching 'mini-courses' when the expertise of a particular instructor is needed.

A local school district located approximately 10 miles from the university campus is cooperating in the project. The five elementary buildings in that district were designated as practicum sites. Although the Ingham Intermediate School District has resource teacher programs in some areas, the project school district was willing to work with the interns on the same basis as paid staff. School administrators assisted in assigning interns to particular buildings and took major responsibility for interpreting the program to the school and vice versa.

The intern teacher was introduced as an approved experienced special education teacher who was there to assist teachers with situations which were a problem to them in their classroom. Referral was at the request of the classroom teacher with consent of the principal. No "role" description was given, as our purpose is to allow this to grow out of the reality referrent--the practicum experience itself. We were aware, as were the interns, that specific competencies would need to be learned, but wished to develop a list of these competencies from the interns themselves as they identified a need for them. In short, the service to be performed is described in very general terms and we are asking the interns to answer these questions:

> When disability labels are not available, what kinds of assistance does the teacher request?

What does a resource teacher need to know in order to manipulate the problems and provide the needed assistance?

Services needed and rendered could be described in a [illegible] of activity to the problem situation. The service may range from direct consultation to the teacher to improve the classroom milieu with no emphasis on a specific child, to an intense academic program for remediation of a specific learning disability. The approach is traditional in that there are two broad areas of expertise, assessment and intervention, with a variety of skills being brought to bear in each of these two phases of the activity.

Interns are encouraged to become involved with only as many problem situations as they can serve adequately. The type and level of involvement of the resource teacher-intern is individual with each case. The intern is asked to carefully evaluate the situation, plan a program to include academic and/or behavioral interventions as needed--based on that evaluation, and to carry out the program. No waiting list is kept. If the demands become greater than the time available, the school principal is asked to set priorities.

The resource teacher is viewed as the first line of rescue for the problem school situation. It is expected that the intern resource teachers will make significant contributions in (1) actually taking on some of the work load of the school, (2) directly and indirectly providing valuable information and insights about specific children, (3) being responsible for actual improvement in the functioning of individual children, and (4) enhancing the understanding of the school's personnel about the academic and behavioral functioning of the children in general, that is, inservice training to improve the quality of the general education program.

Program Coordinators.

Miss Helen Romsek
Ingham Intermediate S.D.

Dr. Donald Barka
Department of Special Education
Michigan State University

I. WEST BLOOMFIELD SCHOOLS EXPERIMENTAL PROGRAM FOR CHILDREN WITH WITH LEARNING DISABILITIES

This demonstration project involves ten to twelve students at any given time. A fully certified teacher and an aide with two years of college will act as the immediate teaching staff. The program will be housed in the Doherty Elementary School. Doherty is the newest elementary school in the district, with carpeted floors and moveable walls.

The program will contain a slightly higher number of students than the common maximum recommended load of ten students for perceptual development classes. It is felt that ten students is not a magic number and that there is insufficient research to support this premise. The immediate scope of the program is to reduce and ameliorate problems which seem to hinder pupils with normal or above normal intelligence, to learn at a rate comparable with their peer groups.

II. PROBLEM

Special Services at West Bloomfield Schools finds a rising rate of referrals of children who have normal or above normal intelligence.

Children are referred by local elementary schools where it is found that the children are not learning at rates comparable to their peer groups. In fact, many of these children are learning at extremely reduced rates. The problem is of such an extent it cannot be ignored any longer. Parents, educators, doctors and other professionals all add their voices to the clamor that something must be done.

III. RELATED RESEARCH

Much interest and research has been given to these children with average or above average intelligence, who cannot achieve because of

perceptual difficulties. Some authors call them brain injured, slow learners, perceptually handicapped, but they are all referring to these children with learning difficulties.

A well known authority is Dr. William Cruickshank, who has written A Teaching Method of Brain Injured. Here he mentions various concepts that may be used in setting up a program and working with these children.

Other resources are Myklebust's Learning Disorders, Straub's Educational Therapy, the research done by the U.S. Department of Health, Education and Welfare entitled Minimal Brain Dysfunction in Children, in three phases, Seattle's program Learning Disorders; Kephart's book Slow Learner in the Classroom gives many use ful classroom ideas as do the writings of Frostig. The Council for Exceptional Children's Journal has published many articles on these children.

These are just a few of the many publications being done on these children. However, there is still much to be learned. Using the insight gleaned from existing research, it is hoped that we can gather additional information which will further the efforts of all concerned, to bring every child to his fullest potential.

IV. OBJECTIVES

1. To provide a public school program for children who have diagnosable perceptual defects.

2. To train each child in the skills necessary to enable him to compensate and under his perceptual problems, such as, i.e., motor, visual, auditory.

3. To provide remedial and supportive instruction which will bring and maintain the child's skills as near to grade level as possible. Specifically, help in mathematics concepts, reading skills, spelling, writing, etc.

4. To individualize the program for each child, using the information given by the Educational Screening and Planning Committee.

5. To provide physical exercise which will enhance visual and motor growth.

6. To return a child to an appropriate classroom as soon as he is capable of meeting a degree of success.

7. A long range goal for the district is to provide supportive service for these children, once they have returned to the typical classroom setting.

V. PROCEDURES

A. Specific

Step 1 - Formal Referral (mailed to Director of Special Services) includes: Referral for Individual Study, Parental Permission Receipt, Release of Information Authorization. Informal referrals → (sources: parents, teachers, counselors, principals and others.)

Step 2 - Referral Assignment Committee, composed of principals, social workers, school diagnostician and the director of special services meets to discuss all in-coming referrals and intra-team referrals.

Step 3 - Professional Staffing occurs as an integral part of Step 2.

a. Referral assignment to: social workers, diagnostician, speech clinician, director of special services, or others.

b. Teacher, counselor, reading specialist or principal might be requested to fill out a study sheet for more information on pupil being referred, including information from the school nurse.

c. Collection of other pertinent data might be requested.

d. Includes: psychological testing, neurological examination by physician, vision, hearing and speech, and complete educational assessment by a teacher of learning disabilities.

Step 4 - Screening and Educational Planning Committee (meets for assessment and program assignment).

Composed of: Director of Special Services, chairman; social workers; school diagnostician; sending teacher and/or counselor at secondary level; sending principal; and parents (informally). In some cases the committee may include: Perceptual Development and/or Adjusted Study Teacher; school nurse; speech clinician; psychiatrist; county consultant (if possible); receiving teacher (if possible); receiving principal (if possible).

Step 5 - Notification Procedure

a. Director notifies parents, sending and receiving schools and transportation

b. Director makes arrangements for the child and parents to visit the room and/or program before regular attendance

c. Diagnostician explains test results

Step 6 - Educational Programming occurs within the program and building to which the student is assigned.

a. Director, principal, psychologist, social worker and classroom teacher may work as a team to define specific program for a student. Three of these might act as a quorum; these three should include the classroom teacher and the psychologist.

b. A pre-test will be administered to each child entering the program at, or near, the beginning of each year. The Stanford Achievement will be used, or other test determined to be

appropriate. A different form of the same instrument will be used as a post-test annually.

Step 7 - Follow-up Services are long range of may be modified or adapted as the future may dictate.

a. Occur relative to re-entry into an appropriate program from the Learning Disabilities Class.

1. Recommend a meeting of the Screening and Educational Planning Committee relative to return of a specific child back to an appropriate classroom.
2. Contact receiving principal and teacher prior to re-entry into a regular program to review history with teacher; evaluate and help plan the student's educational program; re-entry is preceded by a trial period of integration.
3. Act as a consultant to receiving teacher for as long as necessary. After approximately one month, contact for evaluation of student's progress.
4. Ancillary personnel who have worked with the student follow through on progress until such time as service is not needed.
5. If, after a reasonable length of time, the student is not making a satisfactory adjustment, re-evaluation by involved personnel would be necessary.

b. Re-evaluation may be formal or informal and is supplied by social workers, psychologist, counselors, teachers, and principals as a team effort.

c. Might occur with other ancillary personnel from the courts, county health department or other agencies.

B. S

Subjects will be chosen from a school population of 5,364.

See procedures as to how subjects will be chosen.

C. Data to be Gathered

Intelligence Quotients (WISC; Bender)

Neurological Examinations

Educational Assessments, including:

Southern California Battery

Includes:

Gross Motor

Fine Motor

Laterality

Visual Perception

Other:

Auditory

Expressive Language

Receptive Language

Visual Memory

General Organization

Body Image

Reading Level

Frostig Test of Visual Perception

Arithmetic Level

Pre-test (Stanford Achievement)

Post-test (Stanford Achievement)

Data will be obtained by

School Diagnostician

Practicing physicians

Qualified teachers

Ancillary Personnel

This will be collected prior to entry into the program.

Stanford Achievement will be used.

D. Analysis

Data will be studied by the professional team named here-in to answer questions about a program for children so identified by the latter procedures.

VI. STAFF

Director	Wayne Greve, B.A., M.A. + 30
Building Principal	Carl T. Childress, B.A., M.A.
Teacher	Mrs. Patricia O'Connell, B.A.
Aide	Mrs. Margaret Seepo, 2 years college

Ancillary Personnel

Team Teacher,	
Existing L.D. Class	Mrs. Sheryln Scott, B.A.
Diagnostician	Mrs. Gayle Beck, B.A., M.A.
Social Worker	Mrs. Jeanette Freier, B.A., M.A.
Speech Therapist	Mrs. Marilyn Nelson, B.A., M.A.
Speech Therapist	Mrs. Judith Kebl, B.A.
County Consultant	Mrs. Helen Braman, B.A., M.A.
School Nurse	
Remedial Reading Teacher	

VII. FACILITIES

One room in Doherty Elementary School. Doherty is the newest elementary school in our district.

VIII. BUDGET

Teacher Salary	$ 8,692.00
Aide Salary	2,937.20
Teaching Supplies & Equipt.	841.00
12 Learning Carrels	900.00
1 Classroom/Initial Investment	35,000.00
TOTAL	$ 48,370.20

IX. REPORTING PROCEDURES

1. Staff submits verbal and written reports
2. Periodic progress reports to parents - written and verbal.
3. Annual written reports to local school district and the Michigan Department of Special Education.

Presented by:

Wayne G. Gross
Director of Special Education

Superintendent of Schools
Dr. Anthony B. Witham